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ABSTRACT

This monograph is devoted to the Association of Junior Leagues (AJL), which is involved in both community voluntarism in career education and promotion of the concept of voluntarism. (Membership is composed of young adult women.) It begins with a presentation of the basic nature of AJL aimed at providing initial insights into its potential for use as a community partner in career education. A detailed discussion of AJL's Volunteer Career Development Course follows, which includes both adult and youth models. The next section identifies concerns voiced by AJL members at several miniconferences. These include (1) career development as a lifelong process, (2) greater emphasis by career education on voluntarism; (3) more support for and involvement from top corporate executives regarding career education, (4) need for systematic plan for community linkages by career education, and (5) need for teacher training in career development. Eleven possible contributions of AJL to career education are then outlined. Next, action ideas for Junior League/career education partnerships are presented. The monograph concludes with consensus views of AJL members and K-12 Career Education Coordinators concerning AJL as a partner in delivery of career education. (YLB)

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MONOGRAPHS ON CAREER EDUCATION

THE ASSOCIATION OF JUNIOR LEAGUES AND CAREER EDUCATION

by

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Director, Office of Career Education

August 1980

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The Association of Junior Leagues and Career Education

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Introduction

Volunteerism, as an important aspect of society, is clearly in evidence in the United States of America. No other Nation has so great an emphasis on volunteerism as we do in America. The concept of volunteerism—of people giving of their time, talents, and efforts to help their fellow human beings in the communities where they reside—is deeply ingrained into American society. It is one of the bedrock philosophical concepts that led to establishment of our Nation. Having been with us so long, it is a concept that many American citizens take for granted. Those who fall into such a trap miss an essential part of what it means to be an American citizen.

Operationally, volunteers are in evidence in almost every community in our Nation. Career education, in its attempts to be implemented as a *community* effort, is absolutely dependent on the availability of community volunteers for its existence. While many community organizations are *involved* in volunteerism, relatively few are simultaneously deeply involved in promoting the *concept* of volunteerism. Of the few who are, the Association of Junior Leagues (AJL) must, by any standard, be regarded as a National leader. Thus, it is highly appropriate that, in the U.S. Department of Education's office of Career Education series on "community partnerships in career education," this one—devoted exclusively to the Association of Junior Leagues—be included.

The information found in this monograph comes from three basic sources. One such source is notes taken during an OCE sponsored miniconference for representatives from the Association of Junior Leagues held October 4-5, 1979. A second source is another miniconference, this one involving 5 Junior League representatives and 4 State Career Education Coordinators, held April 8-9, 1980. The third source is a miniconference involving 9 key K-12 Career Eduation Coordinators held July 10-11, 1980 where "Junior Leagues" was one of 5 National community organizations under discussion. Detailed notes from each of these three miniconferences are available for study by those who visit the U.S. Department of Education's Office of Career Education (OCE) for that purpose.

Those studying the contents of this monograph should be aware of the logic used in organizing that content. The body of the monograph begins with a presentation of the basic nature of the Association of Junior Leagues aimed at providing the reader with some initial insights into its

potential for use as a community "partner" in career education. Following this, a rather detailed discussion of A.J.L.'s "Volunteer Career Development Course" (VCD) is presented. This is essential in order to understand A.J.L.'s initial interest in career education and to fully comprehend a basic portion of its potential for implementing career education. These two basic sections are then followed by a series of smaller discussion topics, each relating to concerns/issues raised by Junior League members attending one of the miniconferences. Finally, the monograph concludes with a major section aimed at discussing specific ways in which the Association of Junior Leagues may become an active and effective "partner" in the delivery of career education.

The Association of Junior Leagues, Inc.

The Association of Junior Leagues (AJL) is just what its name implies—namely, an association of independent, highly autonomous Junior Leagues scattered throughout the Nation. There were, in 1979, 238 Junior Leagues in operation, most of which are located in large and medium size communities (as opposed to sparsely populated rural areas). There is one Junior League located in each city serving as a State Capital in the Nation. Secretary—is it "Capital"?) in the Nation.

AJL Headquarters are located at 825 Third Avenue, New York, N.Y., 10022. There, a small staff of approximately 20 professional staff persons, along with their support personnel, service the 238 independent Junior Leagues who are affiliated with the Association. In addition to this National Headquarters operation, AJL operations are divided into 6 regional areas, each of which has a full-time coordinator employed at the National Headquarters. The Board of Directors for AJL is composed of one Junior League member from each of the 6 regions along with the elected officers of the Association.

Membership in Junior League is composed of approximately 130,00 young adult women up to 45 years of age. Upon reaching Age 45, a Junior League member can become a "sustaining member" and continue to function wthin her own Junior League. Junior League members, for a variety of reasons, tend to be persons in the middle to upper income range. Many are wives of successful younger business executives. Almost half of all Junior League members are, themselves, employed (typically in some professional work) somewhere in the occupational society. Members are united by their three basic common purposes; namely: (a) to promote volunteerism; (b) to develop the potential of Junior League members for voluntary participation in community affairs; and (c) to demonstrate the effectiveness of trained volunteers. It is important that those who seek to link with Junior Leagues recognize the centrality of importance these three basic purposes hold for their members. There is no way one can understand AJL, or its operations, unless these three purposes are clearly in mind.

Five major National AJL programs were operational in 1979, each of which is available for use by individual Junior Leagues who are affiliated with the Association. These five National projects include:

1. VOLUNTEERS INTERVENING FOR EQUITY (VIE)—a demonstration project funded under a grant from the Edna McConnell Clark Foundation aimed at utilizing older volunteers—ages 55 to 89—to make systems more responsive to the people they are supposed to serve or to effect institutional change.
2. CHILD ADVOCACY PROGRAM—Launched in 1975, this effort seeks to build community coalitions for child advocacy in the areas of: (a) health; (b) special education; (c) day care; (d) child welfare; and (e) juvenile justice. AJL is playing a major National role in the child advocacy movement in our Nation.
3. VOLUNTEER CAREER DEVELOPMENT PROGRAM (VCD)—Begun in the early 1970s, VCD received a major boost when it received a Kellogg Foundation grant in 1977. This program has now reached 204 of the 238 Junior Leagues.
4. "I CAN" PROJECT—Initiated by the American Red Cross, this program seeks to train supervisors of volunteers in career and/or educational planning. AJL Training Consultants are involved in presenting training seminars for a wide variety of National organizations involved in this effort.
5. PUBLIC AFFAIRS PROGRAM—AJL operates a very effective public affairs program with attention devoted to areas that directly affect the three basic purposes of AJL stated earlier.

Each of these five National programs is available to individual Junior Leagues, but none is required to participate in them. Individual Junior Leagues can—and do—initiate projects on their own over and beyond these five National efforts. During 1979, the AJL reported over 1,000 community service projects and 306 public affairs/advocacy issues were undertaken by various Junior Leagues.

In any given year, it can be expected that each Junior League will find itself involved in a number of kinds of community service projects. The typical mode of operation, when a particular project is initiated, is for the Junior League to devote major attention to carrying out project details itself. At the same time, an essential part of the AJL philosophy is that it is a responsibility of Junior League members to train other community members so that, eventually, others can take over the project and the Junior League can then move on to other areas of community need. This, in no way, means that Junior League projects, in any given community, are short ranged and soon dropped. Junior League does *not* drop a project once adopted, so long as that project needs its help. Its policy of training other community volunteers to eventually take over the project is simply

consistent with the basic purposes of Junior League itself. Thus, while AJL does operate under a "phase in/phase out" strategy, it does *not* operate under a "kick out" strategy.

Each Junior League operates on a planning cycle that begins with projects being proposed for the year, then voted on by the Board and finally by the membership itself. Projects are typically proposed in late Summer/early Fall, voted on by the Board in January/February, and by the membership in April/May. Thus, in the case of "career education," for example, one could not expect to go to an individual Junior League in, say, January and expect to have a full-blown project operational within a month or two. That is not the way Junior Leagues operate.

The AJL is committed to the concept of "work" as a human need of all human beings—the need to do—to achieve—to serve others in ways that will make our society a better place for all of us. Thus, to Junior League members, "work" done as a volunteer is fully as deserving to be called "work" as is "work" done as part of paid employment. The AJL philosophical meaning of the word "work" is entirely consistent with the way in which career education advocates define "work." Both paid and unpaid activities are included in the definition.

The AJL Volunteer Career Development Course (VCD)

To the Junior League members nominated by AJL to be participants in the miniconferences summarized in this monograph, AJL's VOLUNTEER CAREER DEVELOPMENT COURSE (VCD) is of key importance in terms of AJL's interest in the career education movement. The fact that some in career education may perceive other AJL efforts to be of even greater importance is irrelevant here. It is crucial, therefore, that the background for, nature of, and application of the VCD be given a prominent place in this monograph.

AJL interest in developing what eventually became the VCD began in the early 1970s. At that time, it was obvious to AJL leadership persons that: (a) many Junior League members were entering (or returning to) paid employment; (b) with more women working—for many reasons associated with the kinds of "future shock" changes coming to American society—there is becoming less time available for persons to participate in volunteer activities; and (c) Junior League members were increasingly expressing their desire for more intensive training leading to greater skills in total Life planning. The basic AJL motivation behind establishing the VCD, then, was oriented around a desire to provide Junior League members with a learning opportunity that would increase their own Life planning capability.

The basic content of the VCD was developed for AJL by Dr. Alene Morris, Director of Individual Development Center, Inc., in Seattle, Washington. Consisting of a combination of lectures, discussion sessions, individual activities (including both use of a VCD workbook—at a cost of

$2.50 per workbook), and use of resource speakers, major topics included in the VCD course include:

1. Who am I?—(self understanding)
2. Need for a balanced lifestyle
3. Relationships with other people
4. Lifework
5. The value of work—both positive and negative
6. Career decisionmaking
7. Discovering your interests (including vocational interests)
8. Identifying your skills
9. Values clarification (including work values)
10. The "four steps" in career development
11. Identifying your "career focus"
12. Resume writing
13. Assertiveness training

It should be noted here that, in practice, individual Junior Leagues are allowed to adapt this course content in ways that best meet their needs—and many adaptations have been made in various communities.

In keeping with the AJL philosophy of emphasis on *quality of effort*, AJL arranged for key members of individual Junior Leagues interested in using this course to attend training sessions conducted by Dr. Morris held in various parts of the Nation. After having received such training, Junior League members were considered qualified to both teach the VCD themselves *and* to serve as "master trainers"—i.e., as persons who could train others to conduct the VCD course. Begun in 1974, the VCD course met with great acceptance and enthusiasm on the part of individual Junior Leagues as a service to Junior League members. Of the 238 Junior Leagues, 203 have sent one or more members to the special sessions where they learn to be "master trainers" for the VCD. The VCD continues today to be a very popular course for Junior League members in more than 100 of the 238 Junior Leagues. As with any other AJL National program, the VCD is optional for use among individual Junior Leagues. While some have now dropped it—and some never began—VCD continues to be one of the more popular AJL National programs.

By late 1976, AJL leaders came to a conclusion that, if the VCD was valuable for Junior League members, they should seek some means of making it available to others—both youth and other adults in the community. To accomplish this goal, AJL applied for and received a three-year grant from the Kellogg Foundation to develop and test applications of the VCD for non-Junior League members. This grant, initiated in 1977, carried a stipulation that, until December 31, 1979, all training done using the VCD must be carried out by Junior League members who themselves had gone through VCD training. While some exceptions were apparently granted (Battle Creek, Michigan is an example) this restriction was generally applied in a rigorous fashion.

Under provisions of the Kellogg Foundation grant, AJL developed both an "adult model" and a "youth model" of the VCD. The Adult Model is typically taught in a 5-week course which meets once a week for a 2-3 hour period. The Youth Model can be taught in a variety of ways and usually takes anywhere from 1/2 semester to a full semester to teach depending on length of the class periods involved. Because these two models are developed for different purposes and applied in different ways, it is essential that they be discussed separately in this monograph.

The Adult Model of the Vocational Career Development Course (VCD)

Because of the high degree of automony AJL provides to individual Junior Leagues, it is not possible to describe current applications of the Adult Model of VCD in any standardized fashion either in terms of actual procedures followed or in terms of audiences reached. However, certain basic principles are followed that should provide some insights into ways in which this model now operates.

First, no person teaching VCD has failed to go through the VCD herself. These persons are either among the "master trainers" described earlier or persons trained by the "master trainers." In addition, the VCD "workbook" is in use in all VCD courses. Where local adaptations have been made, they have not been major changes from the original content of the VCD course. All of these factors contribute to the high quality of the VCD course wherever it is taught. If there is any single thing readers should most clearly understand about Junior League operations, it is that, in whatever it does, the Junior League seeks a *quality* effort. They do not operate any of their projects in a sloppy or half-hearted manner. This fact simply reflects the kinds of persons who choose to become Junior League members.

Second, the Adult Model of VCD operates under a principle that recognizes the term "career development" is, in no way, limited to the world of paid employment. Gloria Hoffman (Rye, New York), for example, reported that at least 50 percent—and perhaps as much as 75 percent—of her efforts are aimed at helping women find volunteerism as a meaningful part of total lifestyle. Mary Karr (Dayton, Ohio) reported that some women taking the VCD course found that, by recognizing that "work" includes unpaid activities as well as paid employment, they were able to rid themselves of previously existing guilt feelings about not being in the world of paid employment. The basic concept that one's "career" includes the totality of "work" done in one's lifetime—both paid and unpaid—is strongly emphasized in the VCD course.

Third, while great variation exists in motivation that leads adult women to take the course, it is not at all uncommon to find that, in any given class, enrollees may include: (a) those who are seeking to enter (or return to) the world of paid employment; (b) those who are seeking to find ways to engage in meaningful and productive volunteer work in the community; and

(c) employed women who are seeking a greater sense of meaningfulness and purpose in their total lifestyles. Where this combination exists, there is an added "bonus" growing out of opportunites such persons have to gain greater understanding and respect for each other. An example of the kind of variation that exists was reported by Connie Hubbell (Topeka, Kansas) where the EVERY WOMAN'S RESOURCE CENTER (originally organized and funded by the Junior League) deals primarily with women who are looking for a change in the world of paid employment.

Fourth, the Adult Model of the VCD is offered much more as a developmental effort than as any kind of remedial effort aimed at meeting the immediate crisis needs of recently displaced homemakers. Its structure, content, and methodologies are built around an assumption that enrollees are primarily normal persons experiencing normal problems of career development, not emotionally disturbed individuals in need of any form of group therapy. This point was stressed both by Roberta Kelly (Wellesley, Massachusetts) and by Lynn Searcy (Fort Worth, Texas).

Fifth, the Adult Model of VCD is currently being offered by various Junior Leagues to a very wide diversity of audiences, depending on community needs and interests of Junior League members. Since the only cost to enrollees is the $2.50 required to purchase the VCD workbook, this is not surprising. In New Orleans, Louisiana, for example, Claudia Kelleher reports that the VCD is offered to the general public through announcements made by the local public broadcasting radio station, to the Trinity Episcopal Church womens' program, to the Displaced Homemakers Organizations, to the Retired Senior Volunteer Program (RSVP), and to the League of Women Voters. This degree of diversity appears to be typical of many individual Junior Leagues. In Kingston, New York, Kathleen Boduch reported that the Ulster County Community College, the Department of Social Service, the local Chamber of Commerce, the YWCA, and local banks are all recipients of the VCD course.

In Battle Creek, Michigan, the Adult Model of VCD is offered to such diverse groups as the Veterans Administration Center, the adult education program of the school system, and various church groups. In Dayton, Ohio, Mary Karr reports using the VCD successfully with such groups as "New Neighbors" (an organization similar to "Welcome Wagon" serving new community residents), the Kettering Recreation Center Ladies Leisure Program, the Senior Citizens Center, and the YWCA's "Battered Womens Program." In Columbia, South Carolina, Robin McLeod reports the VCD course being taught as one open to members of the general community, to students at Columbia College (a women's college), and to members of a black professional women's sorority. Apparently, various kinds of church groups, YWCAs, and adult continuing education programs are all popular places for the adult model of VCD to be taught.

Finally, it should be emphasized that, in almost every community—and within almost every community organization—where the Adult Model of

the VCD is being taught by Junior League members, attempts are being made to train persons from each such community organization so that, in the future, *they* can teach the VCD to others in their organization. The eventual goal, of course, is for Junior League to turn the VCD over to other *qualified* persons and, having done so, be free to move on to other needed community volunteer projects. In most communities, there apparently is much to do before this goal is reached. As a matter of fact, much remains to be done before the immediate goal of teaching the course to all Junior League members who want to enroll will be reached.

The Youth Model of the Vocational Career Development Course (VCD)

Both because of the way in which the VCD was originally developed and because it was first used in serving Junior League members themselves, it seems apparent that, in most communities, the Adult Model is currently used much more than is the Youth Model of the VCD. The *potential* of the Youth Model for K-12 career education efforts is obviously very great indeed. There are some Junior Leagues who have already recognized and embarked on ambitious efforts to realize this potential. Readers should be aware of the fact that descriptions of Junior League efforts reported here are probably correctly viewed as the exceptions rather than the rule in terms of current practice. By describing these "exceptions" here, it is hoped that other Junior Leagues, encouraged by career education practitioners, will become much more active in their application of the VCD Youth Model in secondary school settings.

We begin with the Junior League effort in Battle Creek, Michigan. There, under a special exemption granted the Junior League in that community by the Kellogg Foundation, they were able to initiate the VCD into school settings through actually training regular 9th Grade Civics teachers to give the VCD course. This was done on an experimental basis, under leadership of the local Junior League and in cooperation with top school administrators in the Battle Creek School System. Two exceptionally good 9th Grade civics teachers were assigned to work with the Junior League in setting up three comparison groups involving (a) use of the VCD course alone; (b) use of what the school system was currently doing in career development ignoring the VCD course; and (c) use of a combination of the VCD course coupled with what the school district was already doing. Results indicated that the "combination approach" worked best.

The two social studies (Civics) teachers were trained in use of the VCD materials in one full day of inservice education. Emphasis in this intensive one day training session was centered around helping these teachers learn how to use the VCD materials—*not* on suggesting to them how they should teach. Since both were already good teachers, this one day training period was considered to be sufficient. The idea is that these two Civic

teachers can now train other teachers in the school system on how to use the VCD materials and that they will be widely used—without the active involvement of Junior League members—throughout the school system. The VCD "course" itself is taught, in Battle Creek, in a 30 hour block of time taken during the Civics course itself. It is, in effect, a special unit inserted into the course of study for 9th Grade Civics.

In Spokane, Washington, Karen Warrick reports that the *major* thrust of the Junior League in teaching the VCD course has been placed on use of the Youth Model as opposed to the Adult Model. There, Karen has been successful, with the active cooperation and involvement of school district personnel, in inserting the VCD course into 11th Grade classes in Applied Economics. Initially, the course was inserted into the Applied Economics courses of two high schools where, during the course of one year, it reached 600 11th Grade student. Evaluations of that first year effort found only 8 of these 600 students reporting that they had "gained nothing" from having taken the VCD course. As a result, the program was expanded in the following year to five high schools where a total of 1,300 11th Grade students enrolled in the Applied Economics Course took the VCD as part of that course. The VCD course, in Spokane, is taught in a two week block of time..

In Rye, New York, Gloria Hoffman started teaching the VCD as a volunteer from her Junior League to high school students as an elective course. Students desiring to enroll in the course were allowed to use their "study hall period" in order to attend the course. Time required to teach the VCD course, then, was *not* taken from any "regular" course included in the curriculum. The course proved so popular with students—and evaluation reports so favorable—that the Rye school system has now employed Gloria as a paid teacher to continue teaching the course. During her now greatly lessened "free time," Gloria is also currently teaching the VCD course (as a volunteer effort) in another school system in the area where she lives.

In Dayton, Ohio Mary Karr reported several arrangements under which the Youth Model of VCD is being taught. Some high school students are getting VCD as part of the class periods used for students enrolled in the occupational work experience program. In a parochial high school in Dayton, VCD is being offered, in 12 class periods, as an elective to youth who come out of study halls to take it. In this school, the VCD arrangements are being made through school counselors.

In Columbia, South Carolina, Robin McLeod reports that the VCD course is being given to all high school juniors in two private high schools in the area. In New Orleans, Louisiana, students come out of assigned study halls to take the VCD course as an elective. In Topeka, Kansas, the VCD course is a part of both the Topeka school system's alternative school program and a part of the YSEP Summer youth program for CETA youth. In Omaha, Nebraska, Betty Barr (Career Education Coordinator) reported that the VCD course is being made available to their students as an elective available for choice as an alternative to regularly scheduled study halls.

The obvious "$64 question" for K-12 career education coordinators is whether the VCD *must* be taught as a separate "course"/"unit" or whether its content can be infused into regular subject matter similar to ways in which other career education skills are currently being delivered to students. Most of the Junior League participants in these miniconferences obviously favored the "separate course/unit" approach over infusion. Among the arguments they used, the most commonly expressed were:

1. The VCD was constructed so as to be used as a single package of materials, each of which builds on what precedes it. In order for students to be assisted in their career development, this package needs to be presented in a developmental (i.e., sequential) fashion.
2. By teaching the VCD as an elective course, no teacher need to take time from their regular subject matter to teach it.
3. Some teachers—particularly in courses such as 9th Grade Civics, 11th Grade Applied Economics, and 12th Grade Occupational Work Experience—will find the content of the VCD course fits neatly into their current instructional course objectives—and that, by using VCD, the overall quality of instruction is improved.
4. By teaching VCD as an "elective course", thus making it available only to students who choose to enroll, we have simply expanded the options available *to* students. We haven't "added on" or "substituted" for any part of the curriculum currently required for all students.
5. To teach VCD is, in effect, simply to teach group career guidance. Since we already teach many aspects of guidance to students in groups, there is nothing either strange or out of place in making VCD available to them. (NOTE: This argument was voiced by Dick Gabriel, K-12 Career Education Coordinator in Des Moines, Iowa.)
6. To have students take the VCD course is to be able to guarantee employers that high school students are ready to do productive career exploration internships with them. Unless students have taken the whole course, we cannot give employers such guarantees. (NOTE: This argument was voiced by Gloria Hoffman who apparently is one of a very few Junior League persons that has tied an internship experience directly into completion of the VCD course.)
7. There is ample evidence available to sell the "doubting Superintendent" on the quality of the VCD *course* but, if an infusion approach were to be taken, we would not have such evidence available for each *segment* or *activity* of the course.

Those arguing against using the VCD course per se and, instead, trying to infuse elements of the VCD course into regular classroom activities used the following lines of reasoning:

1. The primary vehicle for use in delivering career education concepts to K-12 students *is* "infusion"—*not* "add-on" courses. To try the

"add-on" approach is to lose one of the best selling arguments career education now possesses.

2. The elements in the VCD course are all ones that can be easily infused into regular subject matter. Teachers are already doing some of these things. With the VCD materials, the quality of the teacher infusion effort could be markedly improved.
3. Many teachers resent any kind of "intrusion" into their standard course content. In these "back to basics" times, anything that takes time away from the standard curriculum is subject to criticism.
4. The close relationships that exist between the general employability skills of career education and the content of the VCD course make "infusion" a natural strategy to choose.
5. Junior Leagues could make a far better contribution to career education were they to make the VCD course available to high school students. If given the VCD course, teachers could easily infuse its contents into their regular subject matter.

Obviously, there are strong arguments being presented on both sides of the "infusion vs add-on" issue. Just as obviously, there is no one "best" answer that can be given. Reality dictates that decisions with respect to the form in which Junior Leagues make the VCD course available to school systems—or even if they *will*—are ones to be made by Junior Leagues, *not* by school systems. Decisions with respect to whether or not the VCD course will be accepted into school systems will be made by education personnel, *not* by Junior Legues. With the high quality of the VCD course now amply demonstrated—and the great need of career education for improvement in quality of effort, it would seem that, in most communities, this issue can be satisfactorily resolved to the satisfaction of all concerned. The concept of local autonomy is important both to individual Junior Leagues and to individual school districts.

Concerns of Junior League Members Relative To Career Education

Junior League representatives attending the miniconferences on which this monograph is based had studied the basic literature of career education prior to coming to the meetings. This seems to be typical of Junior League members—i.e., they take on no topic without giving it serious study. Even more typical of Junior League members in these miniconferences was their apparent automatic tendency to have constructive suggestions in mind for each concern they voiced. That is, unlike many other segments of society, Junior League members are, apparently, not content with simply being "against" something. On the contrary, their "community service" orientation seems to lead them toward trying to make things better.

In this section, the major concerns Junior League members voiced about the career education movement will be identified. For each such concern, the suggestions of Junior League members with reference to possible

contributions they *could* make toward lessening such concerns will also be provided. This is yet another way of helping career education practitioners know more about the Junior League—and about persons who are Junior League members.

Concern #1: Career development is a lifelong process but is too often pictured by career education persons as a K-12 concept. This concern was voiced after participants had an opportunity to observe the recent film of the National School Boards Association on "Community Collaboration In Career Education." That film *does* speak only to the K-12 aspects of career education. Junior League members recognized that, conceptually, career education has, from the beginning, been viewed as a "womb-to-tomb" effort extending from the early childhood years through retirement. At the same time, they observed that the vast majority of current career education literature—and apparent activity—appears to be centered at the K-12 level. If, in Junior League/career education "partnerships," career education personnel would recognize and encourage the use of the Adult VCD model in their communities, the Junior League could provide valuable assistance, in many communities, for helping the general public recognize and observe career development—and so career education—as a lifelong process.

Concern #2: Career education should provide a greater emphasis than it currently does on volunteerism as unpaid work. Once again, Junior League members recognized, in voicing this concern, that the official National career education policy of the U.S. Department of Education's Office Of Career Education recognizes the importance of unpaid work both in its definition of the word "work" and by including "skills in making productive use of leisure time" among the 10 basic employability skills to be transmitted by the career education effort. At the same time, they pointed out that most of the career education materials they had seen in K-12 settings were concerned with the world of paid employment and had little, if any, emphasis on unpaid work in general or on volunteerism in particular. Once again, they had a positive suggestion to make—namely, that the AJL Vocational Career Development Program with its strong emphasis on volunteerism is one that could help greatly in attempts to encourage career education practitioners in K-12 school settings implement the total career education concept.

Concern #3: Career education should be receiving much greater support for and involvement from top corporate executives. This point, emphasized by Mary Karr (Dayton, Ohio), was echoed by several other Junior League members. They have both read the career education literature and visited with top corporate executives relative to their needs for youth coming out of school systems as entry level workers in their corporations. Junior League members sensed a strong degree of similarity between the goals of career education and the expressed needs of top corporate executives, but deplored the fact that the career education "message" is apparently not reaching many such persons. They felt that it

is possible both individual Junior League members and even AJL could do constructive things to help correct this situation. Junior League members serve on many corporate boards and could make this happen.

Concern #4: Career education appears to lack a systematic plan for establishing and maintaining community linkages. Junior League members pointed out, correctly, that most of the Community Career Education Action Councils they know to exist carry few, if any, official representatives from the many community organizations with whom career education now seeks to link. Instead, most seem to be composed primarily of individuals from specific business/labor/industry settings coupled with educators from the school system. A suggestion was made that, perhaps, a local Junior League might well serve as a vehicle for use in drawing together several kinds of community groups, each of which is now becoming involved to some degree in career education "partnerships." Among all such community groups, Junior League is one of very few that now have a specific "product"—namely, the VCD course—for use in linking with school systems. Moreover, Junior League because of its basic interest in community volunteer services, already has a wide variety of kinds of community linkages that would be potentially valuable to career education. The good reputation—and numerous contacts—coupled with the know-how in establishing community linkages that Junior League members possess could become a very valuable resource for career education community linkage efforts. Local educators seem now to be aware of the *need* to form community linkages but, in general, appear to lack the expertise to really make such linkages occur. Junior League could help here.

Concern #5: Educators are still overly concerned with credentialing questions. Some Junior League members have apparently encountered this problem when they sought to use Junior League members to teach the VCD course in the schools. Some of the local K-12 career education coordinators confirmed this concern with some even noting that they had grave doubts about Junior League members without formal experience in the occupational society teaching the VCD course in the schools. Educators need to recognize that there are many, many Junior League members with degrees, certification, and actual experience in Education. Many others have degrees—including graduate degrees—in a variety of areas other than Education. The Junior League does *not* seek to put any of its members into schools to teach the VCD course who have not been formally trained to do so. With the heavy emphasis AJL places on preparing persons to teach the VCD course, the "credentialing" problem is not a valid one for educators to raise.

Concern #6: Too many secondary school youth are currently being placed in career exploration internships without adequate preparation. This was a serious concern voiced, for example, by Gloria Hoffman from Rye, New York. When youth go out into business/industry settings for purposes of engaging in career exploration internships, the business and

industry settings have a clear right to expect that youth coming to them do so knowing *why* they want to explore particular kinds of careers with them. Internships, done properly, take a considerable amount of time on the part of some key individuals in business/industry settings. They can not afford such time for students who have no good ideas about why they are there—or what they are trying to explore. Again, if such students were to go through the VCD course prior to beginning such an internship, some good guarantees could be given business/industry that the time they spend with youth in these internships is time well spent. Business/industry needs such guarantees. The VCD course can be a vehicle to provide them.

Concern #7: Too many teachers currently attempting to assist youth in career development have not gone through a systematic program in career development themselves. Junior League members questioned how teachers who have never undergone any systematic training in career development can be expected to provide constructive assistance to youth in the career development process. They further noted that, in these times of lowered enrolments in Education—thus resulting in some teacher layoffs—educators themselves are often faced with the need for assistance in their own personal career development. If educators were to undergo the VCD course themselves, they would be in a much better position to help their students in career development.

The *general* messages coming through, time after time, from Junior League members attending these miniconferences were that: (a) they do understand and support the career education concept; (b) they are much concerned about the *quality* of current career education efforts; and (c) they, as Junior League members, possess both the skills and some of the materials as well as many kinds of community contacts—that will help make career education efforts more effective. Each of the concerns listed above was, as can be seen, accompanied by one or more positive suggestions of ways in which Junior League members could help alleviate some of that concern.

Possible Contributions Of Junior League To Career Education: Further Suggestions Made By Individual Junior League Members

It must be made clear that the Association of Junior Leagues, Inc. (AJL) has neither made—nor has it been asked to make—*any* kinds of commitments to the career education movement. Junior League members attending these miniconferences are properly seen as *representatives* from Junior League but *not* as *representing* the AJL—nor even their own individual Junior League. Each spoke only as an individual. Speaking as individuals, several Junior League members "brainstormed" possible contributions Junior League *could*—given the right circumstances and resources—make to the career education movement. The thoughts of these individual Junior League members deserve to be a part of this monograph.

1. *Junior League members COULD serve as resource persons for teachers suggesting career education activities that teachers could infuse into their classes.* With the expertise many Junior League members now have in career development, this would be an easy contribution to make.

2. *Local Junior Leagues COULD become actively involved in K-12 school district career education projects funded under P.L. 95-207—the "Career Education Incentive Act."* One of the provisions in this law allows local school districts to use funds for purposes of linking with community organizations. Other than the cost of the workbook for the VCD course, assistance from a local Junior League is typically free to the school district. The potential return, per dollar invested in Junior League, is very, very great indeed.

3. *Junior League COULD provide the VCD course to educators as part of their inservice education in career education.* This could be done at no cost to the school district in some communities while, in others, the only cost would be the $2.50 for the VCD workbook each teacher would need. Marian Adair (JL-Fort Wayne, Indiana), using JL funds initially, made arrangements with a local university to incorporate the VCD course into one of their regular courses so that teachers can get university credit for taking the course. P.L. 95-207 funds are now being used to pay teacher tuition for teaching that course—and Marian is now appointed to the university faculty to help teach it! Marian's example could easily be replicated in other parts of the Nation.

4. *Junior Leagues COULD become "career education coalition builders" in local communities.* Rebecca Kelly (JL-Wellesley, Massachusetts) made this suggestion. Rebecca pointed out that Junior League has much experience and has experienced great success as a "coalition builder" in other kinds of community efforts. Junior Leagues *are* community leaders. Their expertise, experience, and recognized status in the community could be an extremely valuable asset for building community coalitions for career education. Career education has been much better at building "cooperation" and "collaboration" than it has been at building "coalitions." Junior League certainly *could* help greatly here.

5. *Junior League members COULD serve as effective career role models for youth.* Youth *know* that Junior League members are unpaid volunteers —that they are there to help youth because they *care*, not because they are being *paid*. Mary Miller (JL-Walnut Creek, California) told us that, after Junior League members went into classrooms dressed nicely for a few days, several of the girls in the class made conscious attempts to improve their own personal appearances. Youth do tend to respect—and to listen to—Junior League members. Several persons (including Kathleen Boduch—JL, Kingston, New York and Mary Miller) reported that they have experienced no discipline problems with youth in classrooms—in spite of the fact that attendance problems are still obvious.

6. *Junior Leagues COULD encourage legislative actions supportive of career education.* Lynn Searcy (JL-Fort Worth, Texas) made this point. She emphasized the fact that Junior League is already involved in legislative actions with reference to many aspects of child advocacy—and that career education, if studied carefully by Junior League members and made a part of their formal concerns *could* become another area deserving of legislative support from Junior League. At the same time, she made it clear that there would be many, many steps to take—and a fairly long-time period—before any *official* Junior League action of this nature could be undertaken. Individual Junior League members, on the other hand, are often effective with individual legislators—and this takes no official action or sanction.

7. *Junior Leagues COULD assume a major role in career education's attempts to emphasize volunteerism as part of American society.* Part of Junior League's basic philosophy is that everyone should make productive use of leisure time for such purposes as self-fulfillment, exploration, and service to others—each of which is directly related to career education. While career education advocates espouse the values of and need for helping persons make productive use of leisure time through volunteerism, it is Junior League that has a long and distinguished "track record" in promoting the concept of volunteerism as a needed and important part of total lifestyle. There is no doubt but that, if Junior League's efforts to promote volunteerism were extended to operating career education efforts across the Nation, the total quality and effectiveness of career education would be much improved.

8. *Junior Leagues COULD embark on an active effort aimed at teaching educators engaged in career education effective ways of discovering, recruiting, and utilizing community volunteers.* Here again, we find a major area of Junior League expertise that is sorely needed in most career education efforts now operating in communities across the Nation. Junior Leagues not only know *how* to find, interest, and use community volunteers but, in addition, they know where they are and have already established contacts with many of them. Equally important, Junior Leagues in many communities are intimately associated with various kinds of coalitions of community volunteers which, if encouraged by Junior League, might well agree to join in the career education "crusade." The quality and effectiveness of career education would surely improve were Junior Leagues to undertake this task.

9. *Junior Leagues COULD teach the VCD course to parents of K-12 students.* One of career education's major emphases is on helping parents become more effective in providing career development assistance to their own children through career awareness/exploration/planning/decision-making activities that can take place within the home and family structure. A recently published OCE monograph entitled PARENTS AND CAREER EDUCATION: DESCRIPTIONS OF CURRENT PRACTICES describes several attempts, on the part of K-12 career education

practitioners, to accomplish that objective. Those who study that monograph, along with the description of the Adult Model of VCD provided here, will surely be impressed with the tremendously powerful potential Junior Leagues have for contributing to this facet of career education.

10. *Junior Leagues COULD teach the VCD course to prospective teachers in teacher education institutions.* Here again, we find a portion of the total career education effort badly in need of help and support at the present time. While exceptions are found in some States (Oregon and Mississippi are good examples) most teacher education institutions still treat the topic of career education lightly, if at all, in their undergraduate teacher education programs. To have prospective teachers take the VCD course would have two immediately obvious valuable benefits including: (a) it would ready such persons for assuming career education responsibilities in schools where they will be teaching; and (b) it would help many prospective teachers think through more clearly important facets of their own career development—including the question of whether or not teaching is really what they want to do.

11. *Junior Leagues COULD teach the VCD course to business/industry persons currently serving as "partners" in K-12 career education efforts.* One of the major problems facing career education practitioners at the present time is that the kind of work experience most needed in a career education effort is one that places primary emphasis on career exploration, not on either increasing productivity for the employer or on equipping youth with specific entry level vocational skills. For this reason, career education has emphasized the value of *unpaid* work experience. This, obviously, is quite a different kind of work experience than employers have been asked to provide previously by vocational education. Employers need an orientation with respect to both the nature and purposes of *work experience as career exploration.* What better way could they receive such an orientation than going through Junior League's VCD course themselves? Additionally, many Junior League members have already well-established contacts with the business/industry community which should not make it difficult for them to take on this kind of task if they found it desirable to do so.

In this section, eleven distinctly different very valuable ways in which Junior Leagues and/or Junior League members COULD contribute to the total career education have been identified. The most important thing to remember is that each of *the ideas presented here was generated by Junior League members themselves.* Since the ideas are theirs, there seems little doubt but that each has, at the very least, a minimum amount of practicality about it. This list should be regarded as one to be added to the list of possible career education contributions of Junior League outlined in the preceding section. It should also be contrasted with the lists generated in the miniconference involving Junior League persons interacting with State Career Education Coordinators as well as with the

list of specific career education activities leading K-12 career education practitioners feel Junior Leagues could appropriately carry on. Both of these lists are presented in the next two sections.

Junior League/Career Education "Partnerships": Suggestions From The "Master Plan"

On April 8-9, 1980, five representatives from AJL met with 4 State Career Education Coordinators to "brainstorm" ideas with respect to how Junior Leagues across the Nation might become more actively involved in the K-12 career education efforts for which the 50 State Career Education Coordinators in our Nation are responsible in terms of providing professional leadership. Many of the suggestions from that miniconference have been summarized in earlier portions of this monograph. One key portion of the discussion centered around action steps that might be taken by: (a) State Career Education Coordinators; (b) local Junior Leagues; and (c) local K-12 Career Education Coordinators interested in forming Junior League/career education "partnerships."

The ideas generated by participants with respect to this issue are reproduced here. Many of them were the result of long discussions that took place during the miniconference. Only the results of those discussions—in the form of "action ideas"—will be presented here. It should be emphasized that each has a very solid rationale built by the participants themselves.

Ideas for State Career Education Coordinators

1. Look up the Presidents of several—if not all—of the local Junior Leagues in your State. They are listed in the local phone directories under *Junior Leagues of America, Inc.*
2. Invite these local League Presidents to a State or regional meeting to discuss AJL involvement in career education.
3. Ask each League President to bring along examples of career development activities in which their League is currently involved.
4. Invite key local career educators from nearby communities to come to these State or regional meetings to get to know the Junior League.
5. Have a "share and steal" format so that everyone at these meetings gets to know: (a) what the Junior League is; (b) what it can offer to career education; and (c) how to work with the Junior League back in their communities.
6. Follow up by including collaborative activities with CBOs like the Junior League as one of your funding priorities for P.L. 95-207 monies.
7. Consider contracting with the League to train local school staffs (in-service) to deliver the career development course.

8. Feature Junior League in an issue of your Statewide Career Education Newsletter.

Ideas For Local K-12 Career Education Coordinators

1. Look up your local Junior League, or one in a nearby town, in the white pages of the phone directory.
2. Find out what that League is currently doing in career development.
3. Explore some options for greater collaboration between your local school district and the League; e.g., teacher inservice course offerings by League members in the high school; community awareness activities; etc.
4. Remember the League is very flexible and can be approached *anytime*. If you want a local League to commit some major dollars and/or people to career education, then the best time to raise the idea is in the Fall so that, by Spring, their Directors can vote on the proposal. If the collaboration doesn't require big dollars and/or many volunteers, *or* if the League is already into career education, then added activities can be considered anytime during the year since no special vote is required.
5. Be prepared to enjoy some of the most talented, enthusiastic, knowledgeable volunteers any educational program could want!

Ideas For Local Junior Leagues

1. Contact your local school superintendent and find out *who* coordinates career education for their district.
2. Meet with the career education coordinator and educate that person about the Junior League.
3. Explore avenues of joint collaboration and set up a game plan to move ahead.
4. Go to the local school board meetings to *vocally* urge local school district support for more career education.
5. Help educate the business/parent community about career education and its potential for good.
6. Share your talents, ideas, energies with your local school despite any previous setbacks. These are the futures of *our* kids and career education is too important to let die just because of bruised feelings or closed minds. Together we can make every youngster a winner!

The basic message conveyed in the "action plan" lists reproduced above is that none of the three potentially interested parties should wait for any of the others before initiating contacts. There is no formal protocol suggested in this "master plan." Second, it will be obvious to those who read these suggested ideas that participants were united in their feeling that: (a) contacts should be established between Junior Leagues and career education practitioners but that (b) actual decisions regarding exactly

what is to be done at the local level is best left up to persons representing Junior League and persons representing career education in each local community. Thus, this "master plan" was not constructed—as were some others in this series—as a set of "how to" suggestions for *working* together but rather as a set of "how to" suggestions for *getting* together. That basic decision was made purposefully by the participants.

Further, while not stated explicitly in these "action ideas," participants recognized that not nearly ALL communities will be able—and many probably will not want—to engage in any kind of Junior League/career education "partnership." The Junior League "master plan" *has* been given to every State Career Education Coordinator in the Nation. Further, each is aware of the fact that there is a Junior League located in the State Capitol—i.e., in the same community where the State Career Education Coordinator lives and works. In spite of this, it is probably true that some State Career Education Coordinators will not place working with Junior Leagues as one of their top priorities. Similarly, it has been made clear in this monograph that: (a) each Junior League is autonomous and under no pressure whatsoever to respond to a request to participate in career education; (b) some Junior Leagues are not now participating in the VCD Program of AJL; (c) some Junior Leagues have been rebuffed in their earlier attempts to work with school systems and so are inclined to devote their energies to other parts of the total community; and (d) every Junior League has a number of existing program priorities and will find it difficult—even if it might be considered desirable—to add a career education priority to those that now exist.

It was also clearly recognized by both Junior League representatives and by the State Career Education Coordinators that, with only 238 Junior Leagues in existence, there will be many school districts not served by a Junior League—and thus many local K-12 career education coordinators who could not possibly work with Junior League no matter how much they might want to do so. It is further recognized that the career education movement—being a scant 10 years old—has still not reached many local K-12 school districts and that, even where career education efforts now exist, they are typically funded with very few dollars thus making it difficult, if not impossible, for many to enter into financial contracts with their Junior Leagues calling for sizeable transfer of funds from the local school district to the Junior League.

All of these kinds of factors make it obvious that the "action ideas" listed above represent a kind of "practical idealism"—i.e., they are eminently "practical" in that each could be done but they are "idealism" in the sense that many communities will find themselves unable to implement them at the present time.

Possible Contributions of Junior League To Career Education: Consensus Views of Junior League Members and K-12 Career Education Coordinators

The miniconferences summarized in this monograph were part of a series of such miniconferences involving 16 different National community organizations and career education personnel from the formal Education system. The total sets of notes from ALL these efforts resulted in compilation of a discussion chart listing 64 specific ways in which various National community groups COULD make PRIMARY contributions to career education. For each National community organization, representatives from that organization *and* selected key K-12 career education coordinators discussed the 64 items and arrival at "consensus" judgments regarding which COULD be viewed as a PRIMARY role for that community organization.

Both words—"could" and "primary"—are important to emphasize here. The word "could," to representatives from each National community organization, was interpreted to mean that it is *possible*. In no way do they intend that word to mean "commitment to do." To K-12 career education coordinators, the word "could" was interpreted to mean they would *like* to see it happen—not necessarily that they *expect* it to happen. The word "primary," to both National community organization representatives and to the K-12 career education coordinators, was interpreted to mean a "major role." That is, in one sense, each National community organization could be properly seen as having *something* to do with all—or nearly all—of the 64 items included on the discussion chart. They were asked to identify, by concensus judgment, only those where a major role was thought to be appropriate.

The key K-12 career education coordinators involved in making these "consensus" judgments for the Junior League met July 10-11, 1980. They had available for study all material from the other two miniconferences on which this monograph is based. They also had, on the average, about 9 years of experience as a K-12 career education coordinator. That is, they—like the Junior League representatives—are not properly viewed as any kind of "random sample" of the total population. On the contrary, each is an outstanding and experienced professional person. The fact that only 9 such K-12 career education coordinators were involved in arriving at the "consensus" judgements to be reported here should not cause their judgments to be taken lightly.

Of the total of 64 items included on the discussion chart, there were 34 on which both Junior League representatives participating in making judgments and a majority of the 9 key K-12 career education agreed Junior Leagues *could* play a *primary* role in the implementation of K-12 career education efforts. Those 34 items are reproduced below:

Area: Direct Provision of Career Education To Youth In LEAs (16 items)

Item 1—Serving as resource persons in classrooms to help students better understand careers—and relationships between careers and subject matter being studied.

Item 2—Serving as career role models for groups of students and/or for individual students interested in knowing more about a particular career

Item 8—Conducting career education courses/units in classrooms that meet regularly for a period of several weeks

Item 14—Helping students gain basic information and experience in the career decisionmaking process.

Item 15—Helping students gain basic information regarding ways in which persons can make wise use of leisure time—including volunteerism done as unpaid work

Item 16—Helping students gain basic understanding and appreciation of volunteerism as an important part of American society

Area: Provision of Career Education Materials and Resources (5 items)

Item 18—Helping to identify and recruit resource persons from business/labor/industry community for SEA/LEA career ed efforts.

Item 19—Establishing and operating community career education resource banks containing names/addresses/telephone numbers and area of expertise for SEA/LEA career ed efforts

Item 20—Providing SEAs/LEAs with career education materials that teachers and counselors can use in delivering career ed to students.

Area: Inservice Education In Career Education (16 items)

Item 26—Helping educators learn basic information with respect to the career decisionmaking process

Item 28—Helping educators gain basic information regarding ways in which persons can make wise use of leisure time—including volunteerism done as unpaid work

Item 29—Helping educators gain a better understanding and appreciation of Junior League as part of American society

Item 30—Helping educators gain a better understanding and appreciation of the nature and importance of volunteerism in our society

Item 31—Participating in inservice education aimed at helping teachers learn more about how to effectively use volunteers in the classroom

item 36—Participating, with educators, in inservice education aimed at helping teachers develop methods and approaches appropriate for use in infusing career education into classrooms

Item 37—Serving as speakers/resource persons at State and local meetings of various professional education associations

Area: Gaining Public Understanding Of And Support For Career Ed (4 items)

Item 38—Organizing and conducting some form of campaign aimed at increasing general public awareness and understanding of career ed

Item 39—Gaining community support for career education through direct appearances as career education advocates

Item 40—Gaining school board/administration support for career ed

Item 41—Gaining legislative support at the State/Federal levels for career education

Area: Increasing Effective Parental Involvement In Career Ed (4 items)

Item 42—Conducting parent meetings aimed at increasing parental understanding of career education

Item 43—Devising, publishing, and distributing materials for parents containing suggestions of ways in which they may provide effective career education for their children

Item 44—Providing parents, who are employed workers, with opportunities to serve as career education resource persons in classrooms where their children are students

Area: Consultant/Advisory Functions In Career Education (8 items)

Item 49—Identifying community volunteers who are willing to help SEA/LEA career education implementation efforts

Item 50—Helping to establish some form of COMMUNITY CAREER EDUCATION ACTION COUNCIL

Item 51—Serving as members on a COMMUNITY CAREER EDUCATION COUNCIL

Item 52—Serving as resource consultants on how best to involve parents in the delivery of career education

Area: Providing Recognition and Encouragement to LEAs To do Career Education (3 items)

Item 55—Establishing and operating some kind of "Reward/Recognition" system for youth participating in various kinds of careered activities

Item 56—Devising and operating some kind of "Reward/Recognition" system for various kinds of professional education associations who are making outstanding efforts to implement career education

Area: Direct Help To SEA/LEA Career Education Coordinators (8 items)

Item 57—Forming and/or participating in coalitions involving joint efforts of two or more community organizations who can contribute more to career education if they work together

Item 60—Serving as resource persons for and providers of career ed to educators and students in private schools located in a given community

Item 62—Providing unpaid volunteers capable of and willing to serve as career ed staff persons at the SEA/LEA levels

Item 63—Organizing and participating in community "career fairs" for youth and adults in a community

Item 64—Serving as resources for and providers of career education to out-of-school youth and adults who are not and/or cannot be reached through career ed efforts of the LEA

In addition to the 34 items listed above, Junior League representatives chose 4 additional items where, in their opinion, they *could* play a primary role in the implementation of career education. Obviously, the K-12 career education coordinators did *not* see Junior Leagues playing a *primary* role with respect to the following 4 items:

Item 4—Providing opportunities in business/labor/industry settings for junior/senior high school students to explore possible careers through visits to various places in the occupational society and talking with workers in various occupations

Item 5—Providing opportunities in business/labor/industry settings for senior high school students to obtain unpaid work experience being performed primarily for the purposes of career exploration

Item 45—Opening up business/labor/industry settings on weekends for planned field trips of families who want to learn more about the occupational society

Item 54—Establishing and operating some kind of "Reward/Recognition" system for educators participating in career ed efforts

Three of the four items chosen as possible "primary" roles by Junior League representatives but not by K-12 career education coordinators can be seen as ones involving direct contacts with the world of paid employment. The K-12 career education coordinators seemed generally united in their feeling that they need Junior League *relatively* more to help them with other aspects of career education—especially when unpaid work (including volunteerism) is concerned.

Considering the fact that a total of 64 items were involved—and that judgments made by Junior League representatives and judgments made by K-12 career education coordinators were made at completely different times under completely different circumstances—the obvious high degree of consensus between these two groups seems amazing. It is even more amazing if one considers the fact that none of the Junior League

representatives ever spoke to any of the K-12 career education coordinators—and vice versa prior to some time after these judgments were obtained. It seems highly unlikely that this degree of consensus could properly be considered to be a chance phenomenon.

It is very obvious that receptivity, on the part of these key K-12 career education coordinators, to forming "partnerships" with their local Junior Leagues is very high indeed. Having been given an opportunity to study the Junior League miniconference notes, they were most anxious to work with them. Interestingly enough, while 5 of the 9 K-12 career education coordinators worked in cities where local Junior Leagues existed, only one had, prior to the miniconference they attended, actually entered into some kind of career education "partnership" with their local Junior League. Each of the other four made it very clear that they intend to correct this situation during the 1980-81 school year!

Personal Thoughts

The high degree of receptivity to the idea of forming partnerships with Junior League expressed both by State Career Education Coordinators and by the 9 key K-12 Career Education Coordinators is obvious. So, too, are the many ways in which representatives from Junior League saw in which they could actually become "partners" in community career education efforts. When these things are coupled with the high degree of philosophical agreement existing between statements distributed by AJL and formal career education policy statements of the U.S. Department of Education's Office of Career Education, it seems very apparent that the "Junior League/career education connection" is one that holds very high potential for being met. It would seem that we have "a tiger by the tail" here.

At this point in time—having been the only person involved in all three of the miniconferences on which this monograph is based, it may be considered appropriate for me to express some of my personal thoughts regarding what is likely to happen now. First, I was convinced—even before our first Junior League miniconference was held—that this organization holds great potential as a community "partner" for career education. I became convinced several years ago when two key representatives from Junior League paid a visit to my office. After having participated in these three miniconferences, I am even *more* convinced that AJL—and its 238 local Junior Leagues—are, indeed, a valuable resource for use in the implementation of career education.

The most important basic dimensions in which it seems to me Junior Leagues could be of significant help to career education include:

1. AJL—and its 238 Junior Leagues—are highly respected in the communities where they operate. They do *not* support or participate in anything that they have not studied in a very careful

fashion. If they decide to participate—in any way—in career education, general community respect for career education will increase because of the high degree of community respect that Junior League has earned for itself.

2. Junior League members are apparently creative and capable thinkers. Their "brainpower" could make major contributions both to further refining the concept of career education and to devising ways of implementing it in local communities.
3. The basic philosophies of Junior League and of career education are amazingly similar in nature. I can find no incompatibilities. This, by itself, is a strong reason why career education practitioners should seek to actively link with Junior League. We believe in the same basic things.
4. Career education persons could—and should—learn a very great deal from Junior League members in a number of areas. The two areas in which the expertise of Junior League is most needed by career education are: (a) volunteerism as unpaid work—and relationships of unpaid work to total lifestyle; and (b) community coalition building. Junior Leagues have a long and distinguished history in these two important areas. Career education persons have much to learn in both. They could learn from members of Junior League.
5. The VOCATIONAL CAREER DEVELOPMENT PROGRAM of AJL holds multiple potential benefits for career education. Whether used as a separate course/unit or infused into the regular curriculum, the contents of this course are cetain to add some quality to current career education efforts. Moreover, use of the adult VCD Model is an excellent vehicle for emphasizing and retaining the concept of career education as one that extends considerably beyond the K-12 level.
6. Whatever AJL and its 238 Junior Leagues does, carries *quality* connotations. They do not do things in a sloppy nor in an incomplete manner. If they become involved in career education, the *quality* of career education will surely be increased.

All six of the basic points listed above stand as reasons why I continue to be anxious and eager to work with AJL and with individual Junior Leagues. At the same time, these miniconferences have taught me that there is a real danger of career education persons expecting too much from Junior Leagues. Junior Leagues are engaged in a great many valuable and much needed community service projects and activities. There is no way Junior Leagues can devote the amount of attention to career education that many career education persons would like to see them do. We must not let our *aspirations* for Junior League involvement in career education equal our *expectations*. We must be grateful for whatever help we get from Junior Leagues without asking them to reduce their emphasis on other valuable kinds of community service projects in which they are now engaged.

By the same token, I find myself worried that, in some communities, Junior League persons may be disappointed—and perhaps even disillusioned—with the status and strength of career education efforts they will find in many communities. The career education movement—now only 10 years old—is still an infant. In many communities, the career education effort, today, will not be strong enough to respond to challenges that individual Junior Leagues may put to it. I can only hope that, when such situations are encountered, Junior League members will be understanding and patient. We are doing the best we can.

The "Junior League/Career Education Connection" is one that badly needs to be made wherever possible across our Nation. I hope that the contents of this monograph may help this to occur.

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